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ABSTRACT

As part of Louisiana's minimum competency program, the Basic Skills Test (BST) was administered in grades 2 through 5. Student promotion rates in these grades between 1980 and 1985 were examined. Results showed that, in all four grades, the percentage of students retained to repeat the grade increased slightly. The BST was the main, but not the only criterion for retaining students. Student attendance in remedial summer programs did not appear to affect promotion decisions. In fact, among students who qualified for the compensatory program, promotion rates were higher among those who did not attend summer school than among those who did. It was also found that the BST was able to identify a small group of students who had continuing difficulties in meeting the minimum standards. The percentage of students who failed to meet the minimum standards and who had previously received remedial services increased each year. In grade 2 in 1985, it was 6 percent; in grade 3, 17 percent; and grade 4 or 5, 27 percent. Accordingly, it was suggested that alternative programs were needed to meet these students' needs. Detailed data tables are included in the text. (Author/GDC)

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STUDENT PLACEMENT STUDY: 1985-86
STATE-FUNDED COMPENSATORY/REMEDIAL PROGRAM EVALUATION

PLACEMENT REPORT

Bulletin 1765

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STUDENT PLACEMENT STUDY: 1985-86
STATE-FUNDED COMPENSATORY/REMEDIAL
PROGRAM EVALUATION

PLACEMENT REPORT

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TABLE OF CONTENTS

Page

LIST OF TABLES ii

LIST OF FIGURES iii

EXECUTIVE SUMMARY iv

CHAPTER

1. INTRODUCTION 1
   - Background 1
   - Evaluation Questions 1
   - Evaluation Audiences 2

2. METHODOLOGY 3
   - Data Sources 3
   - Evaluation Design 4
   - Procedures 4
   - Data Analysis Procedures 5

3. PRESENTATION OF THE DATA AND DISCUSSION OF THE RESULTS 6
   - Introduction 6
   - Evaluation Question 1 6
     - Grade 2 Rates 6
     - Grade 3 Rates 12
     - Grade 4 Rates 16
     - Grade 5 Rates 20
     - Summary 20
   - Evaluation Question 2 24
     - Pupil Progression Plans 25
     - Grade 2 Compensatory/Remedial Qualifiers 25
     - Grade 3 Compensatory/Remedial Qualifiers 30
     - Grade 4 Compensatory/Remedial Qualifiers 34
     - Grade 5 Compensatory/Remedial Qualifiers 38
     - Summer School Attendance/Nonattendance 38
     - Summary 42
   - Evaluation Question 3 44
     - Introduction 44
       - Grade 2 Compensatory/Remedial Participants 45
       - Grade 3 Compensatory/Remedial Participants 45
       - Grade 4 Compensatory/Remedial Participants 47
       - Grade 5 Compensatory/Remedial Participants 48
     - Summary 50

4. CONCLUSIONS 51

LIST OF TABLES

Table | Page

1. Comparison of Grade 2 Retention Rates for Regular Education Students by School System for the Period 1980-81 through 1984-85 9

2. Comparison of Grade 3 Retention Rates for Regular Education Students by School System for the Period 1980-81 through 1984-85 13

3. Comparison of Grade 4 Retention Rates for Regular Education Students by School System for the Period 1980-81 through 1984-85 17

4. Comparison of Grade 5 Retention Rates for Regular Education Students by School System for the Period 1980-81 through 1984-85 21

5. Promotion/Retention Status of Regular and Special Education Students Who Qualified for Grade 2 Compensatory/Remedial Services: 1982-83, 1983-84, 1984-85, and 1985-86 26

6. Promotion/Retention Status of Regular and Special Education Students Who Qualified for Grade 3 Compensatory/Remedial Services: 1983-84, 1984-85, and 1985-86 31

7. Promotion/Retention Status of Regular and Special Education Students Who Qualified for Grade 4 Compensatory/Remedial Services: 1984-85 and 1985-86 35

8. Promotion/Retention Status of Regular and Special Education Students Who Qualified for Grade 5 Compensatory/Remedial Services: 1985-86 39

9. Promotion/Retention Statistics for Participants and Nonparticipants in the 1985 State-Funded Compensatory/Remedial Summer Program 43

10. Previous Compensatory/Remedial Program Participation Among 1985-86 Qualifiers 45

LIST OF FIGURES

Figure

Page

1. Grade 2, 3, 4, and 5 Retention Rates from 1980-81 through 1984-85 8

STUDENT PLACEMENT STUDY: 1985-86 STATE-FUNDED
COMPENSATORY/REMEDIAL PROGRAM EVALUATION

PLACEMENT REPORT

EXECUTIVE SUMMARY

The 1985-86 school year is the fourth one for which the promotion/retention rates of students participating in the Louisiana Basic Skills Test (BST) have been reported. This report examines promotion rates in grades 2 through 5 from 1980 to 1985. The major conclusions are offered below with the warning that missing data (not all school systems reported the grade placement of students qualifying for compensatory/remedial services) could limit their generalizability.

- The Louisiana minimum competency program, which includes the BST, minimum standards, state curriculum guides, compensatory/remedial services, and local Pupil Progression Plans, has had an effect upon promotion rates in the grades studied. Between the 1980-81 school year (before the BST was introduced) and the 1984-85 school year, the percentage of students retained in grade 2 increased from 7.8 to 9.2; the percentage retained in grade 3 increased from 6.2 to 9.2; the percentage retained in grade 4 increased from 5.1 to 9.0; and that at grade 5 increased from 5.4 to 9.5.

- The BST is the principal, but not the sole criterion in determining student promotion. The data in this report show that, prior to this year, the longer a test had been in place at a specific grade level, the greater the number of retentions among students who failed to attain the BST standards. When the BST was introduced at grade 2 in 1982, 50 percent of the students failing to attain the standard were retained. By 1984 this proportion had increased to 71 percent, but the 1985 rate dropped to 59 percent. Similarly, in the first year of the Grade 3 BST (1983), 42 percent of the students not achieving the standard were retained; in the second year (1984), 50 percent of those not meeting the standard were retained. However, the 1985 retention rate among grade 3 service qualifiers was 45 percent.

- Student participation in summer school compensatory/remedial programs does not appear to affect local school systems' promotion decision. In fact, among program qualifiers in grades 3-5, the promotion rates among students who did not attend summer school were higher than those among summer school participants.

- The BST has identified a small group of students who have continuing difficulties in meeting the minimum standards. Among the students who failed to meet the standards of the Grade 2 BST in 1985, approximately 6 percent had previously received compensatory/remedial services. Among the grade 3 qualifiers, 17 percent had been previous program participants. Approximately 27 percent of those qualifying for grade 4 or 5

compensatory/remedial services had participated in one or more previous years. This consistent identification of students who cannot succeed at the minimum standards argues for the development of alternative programs to meet their unique needs.

Bureau of Evaluation
January 1986

1

INTRODUCTION

Background

The State-Funded Compensatory/Remedial Program was established by Louisiana R.S. 17:394-400 as part of the overall competency-based educational effort in Louisiana. It was designed to improve performance in deficient skills among students failing to meet the State Board of Elementary and Secondary Education-adopted achievement criterion on the State Basic Skills Test.

One of the immediate outcomes of the Basic Skills Testing Program and of the State-Funded Compensatory/Remedial Program concerns the promotion/retention practices of local school systems as related to students involved in these programs. Each public school system in Louisiana follows a Pupil Progression Plan developed by the school system that details the requirements for promotion. The Pupil Progression Plans are required to use the Basic Skills Test as the principal (but not necessarily the sole) criterion for promotion. This study examines those promotion practices as related to grade 2, grade 3, grade 4, and grade 5 public school students tested on the 1985 Basic Skills Tests.

Evaluation Questions

The evaluation questions addressed in this study include the following:

1. What trends can be observed in retention rates in grades 2-5 since 1980-81?

2. What is the relationship between failing to attain the minimum performance standard on the State Basic Skills Tests and subsequent grade placement?

3. To what extent do students repeatedly qualify for the State-Funded Compensatory/Remedial Program?

Evaluation Audiences

This study was conducted by the Bureau of Evaluation as part of its comprehensive evaluation of the State-Funded Compensatory/Remedial Program. The purpose of this investigation is to provide information to policy makers, program administrators, and program staff concerning the relationship of the State Basic Skills Testing Program and the State-Funded Compensatory/Remedial Program to the promotion/retention status of participating students. The major audiences for this report include the following:

- The State Superintendent of Education and his Cabinet
- The State Department of Education Compensatory/Remedial Program Staff
- The State Board of Elementary and Secondary Education
- The Local Superintendents of Schools
- The Local School System Compensatory/Remedial Program Staffs

2

METHODOLOGY

Data Sources

This study examines the placement of grade 2, grade 3, grade 4, and grade 5 public school students during the 1980-85 period. The State Basic Skills Tests were first administered to grade 2 students during the spring of 1982, to grade 3 students during the spring of 1983, to grade 4 students during the spring of 1984, and to grade 5 students during the spring of 1985. State-Funded Compensatory/Remedial Program services were first provided to public school students qualifying for grade 2 remediation during the summer of 1982 and during the 1982-83 school year, to those qualifying for grade 3 remediation during the summer of 1983 and during the 1983-84 regular school year, to those qualifying for grade 4 remediation during the summer of 1984 and during the 1984-85 regular school year, and to those qualifying for grade 5 remediation during the summer of 1985 and during the 1985-86 regular school year.

Data collection activities for this study occurred at several levels. Local school system enrollment and promotion/retention data were obtained at the state level from the Bureau of Research through Annual Report data tapes and from the results of a study conducted by the Bureau for the State Board of Elementary and Secondary Education in October 1981. Additional promotion/retention data were obtained from

the 1982, 1983, and 1984 "Student Placement Study: State-Funded Compensatory/Remedial Program Evaluation" reports prepared by the Bureau of Evaluation in November 1982, October 1983, and February 1985, respectively. Basic Skills Test information was provided by the Bureau of Accountability.

At the local system level, activities were channeled through the certified evaluators responsible for the evaluations of their local Compensatory/Remedial Programs. Information was obtained from these individuals concerning the promotion/retention status of grade 2, grade 3, grade 4, and grade 5 students who qualified for compensatory/remedial services during 1985-86 through their return of completed Student Profile Sheets.

Evaluation Design

This study is descriptive in nature. It employs a simple, one-group design for use in examining enrollment and promotion/retention data concerning grade 2, grade 3, grade 4, and grade 5 public school students from 1980-81 through the present. Emphasis is placed on students who qualified for compensatory/remedial services during 1985-86.

Procedures

During the spring of 1985, public school students in grades 2-5, including those special education students who were addressing state minimum standards, were tested on the State Basic Skills Tests. Those who failed to meet the State Board-adopted minimum performance standard of 75 percent correct at each grade level qualified for 1985-86

compensatory/remedial services. For each of these students, multi-copy Student Profile Sheets were prepared identifying their specific language arts and/or mathematics skill deficiencies. These Profiles were designed to assist local compensatory/remedial staff in monitoring student progress and to facilitate both state and local data collection. One copy of the Profile was to be completed by local compensatory/remedial staff and forwarded to the Bureau of Evaluation in September 1985 for all eligible compensatory/remedial students in the system. Enrollment and promotion/retention information provided on the returned Profiles was merged with 1985 BST data tapes to facilitate the conduct of this study.

Data Analysis Procedures

Data collected in this study were analyzed through the computation of frequency distributions and percentages. The results are presented in Chapter 3 of this report.

3

PRESENTATION OF THE DATA AND DISCUSSION OF THE RESULTS

Introduction

This chapter presents data concerning the enrollment status and placement of public school students in grades 2-5 during the 1980-85 period. Of primary interest are students who qualified for 1985-86 compensatory/remedial services. The results are presented in response to the three major evaluation questions addressed by this study.

Evaluation Question 1: What trends can be observed in retention rates in grades 2-5 since 1980-81?

Retention rates for regular education students in grades 2-5 by school system for the 1980-85 period are presented in Tables 1-4. The percentages presented exclude the systems for which data were incomplete. Percentage changes in retention rates since 1980-81 are shown in the last column of each table. The yearly retention rates are illustrated graphically in Figure 1.

Grade 2 Rates

Statewide, 7.8 percent of the grade 2 regular education students enrolled in Louisiana's public schools during the 1980-81 school year were retained at the end of that year. This was the year before the

compensatory/remedial services. For each of these students, multi-copy Student Profile Sheets were prepared identifying their specific language arts and/or mathematics skill deficiencies. These Profiles were designed to assist local compensatory/remedial staff in monitoring student progress and to facilitate both state and local data collection. One copy of the Profile was to be completed by local compensatory/remedial staff and forwarded to the Bureau of Evaluation in September 1985 for all eligible compensatory/remedial students in the system. Enrollment and promotion/retention information provided on the returned Profiles was merged with 1985 BSI data tapes to facilitate the conduct of this study.

Data Analysis Procedures

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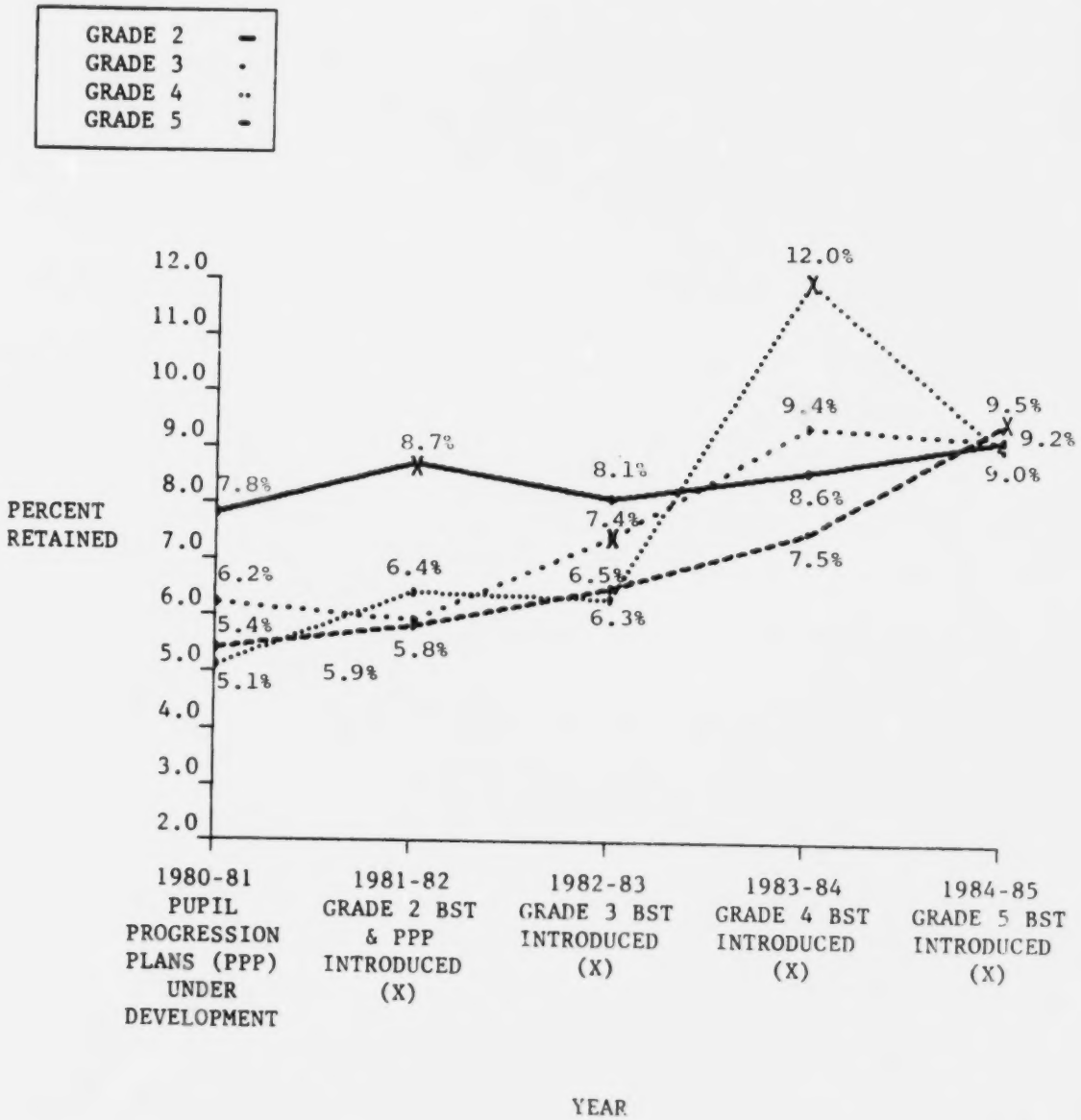

FIGURE 1. GRADE 2, 3, 4, AND 5 RETENTION RATES FROM 1980-81 THROUGH 1984-85

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Table 1: Comparison of Grade 2 Retention Rates for Regular Education Students by School System for the Period 1980-81 through 1984-85

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Acadia	13.2	10.8	11.9	13.5	11.6	-1.6
Allen	5.4	-	5.6	5.2	7.5	2.1
Ascension	6.8	6.9	6.8	6.6	12.4	5.6
Assumption	14.7	18.5	9.5	10.4	15.1	.4
Avoyelles	9.8	4.9	11.6	9.8	7.6	-2.2
Beauregard	6.1	4.9	5.0	3.9	2.4	-3.7
Bienville	4.2	10.1	6.4	4.4	4.0	-.2
Bossier	3.2	3.6	3.4	4.1	5.8	2.6
Caddo	7.9	3.3	3.4	2.6	3.3	-4.6
Calcasieu	5.8	7.1	6.3	8.1	7.2	1.4
Caldwell	3.8	6.7	3.1	9.4	3.9	.1
Cameron	7.4	6.3	10.1	3.5	8.3	.9
Catahoula	7.5	11.0	8.8	7.0	12.4	4.9
Claiborne	14.9	8.6	12.1	5.5	7.3	-7.6
Concordia	10.7	10.0	8.9	9.2	12.0	1.3
Desoto	28.5	10.2	6.2	4.9	4.8	-23.7
East Baton Rouge	4.1	8.7	6.4	8.4	8.4	4.3
East Carroll	5.6	12.5	6.8	5.9	5.0	-.6
East Feliciana	6.3	10.6	6.5	5.9	6.4	.1
Evangeline	17.7	20.8	9.4	7.3	9.4	-8.3
Franklin	5.5	6.5	8.1	7.3	6.2	.7
Grant	12.8	7.7	-	12.4	12.8	0
Iberia	10.8	6.5	8.1	5.5	8.7	-2.1
Iberville	12.5	11.0	9.1	7.8	9.5	-3.0
Jackson	3.6	9.2	2.8	2.4	3.7	.1
Jefferson	6.2	8.4	8.8	7.8	13.1	6.9
Jefferson Davis	7.3	7.4	7.3	12.2	8.2	.9
Lafayette	9.3	10.1	12.6	9.0	9.5	.2
Lafourche	7.2	9.2	7.3	6.5	7.0	-.2

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Table 1. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Lasalle	5.2	7.5	5.6	5.6	4.8	-.4
Lincoln	5.2	7.3	8.3	8.7	4.7	-.5
Livingston	4.2	5.0	5.3	4.0	5.4	1.2
Madison	10.7	12.8	12.1	12.3	20.0	9.3
Morehouse	9.0	28.0	20.6	10.8	10.2	1.2
Natchitoches	8.6	7.4	9.2	12.9	11.8	3.2
Orleans	7.4	10.5	10.4	15.5	13.3	5.9
Ouachita	5.5	5.6	6.9	4.1	6.4	.9
Plaquemines	18.5	20.0	10.8	13.5	12.9	-5.6
Pointe Coupee	10.4	7.3	7.1	23.4	8.4	-2.0
Rapides	9.1	7.2	3.9	7.1	6.5	-2.6
Red River	11.2	22.3	12.5	28.8	17.5	6.3
Richland	2.0	8.2	-	8.2	4.7	2.7
Sabine	13.4	13.2	1.2	6.0	8.0	-5.4
St. Bernard	.4	8.5	12.4	12.2	8.9	8.5
St. Charles	6.7	11.1	4.3	6.2	5.8	-.9
St. Helena	8.4	7.3	5.4	3.9	6.2	-2.2
St. James	7.9	7.5	2.0	5.4	2.6	-5.3
St. John	11.6	8.8	-	6.6	10.5	-1.1
St. Landry	7.0	5.8	7.6	16.8	16.5	9.5
St. Martin	6.3	14.2	9.2	10.6	15.6	9.3
St. Mary	12.7	8.3	8.7	8.8	7.8	-4.9
St. Tammany	9.1	8.4	6.5	8.0	10.2	1.1
Tangipahoa	6.9	-	10.7	10.0	12.4	5.5
Tensas	9.8	8.6	4.6	10.2	6.1	-3.7
Terrebonne	8.0	8.0	7.7	-	9.3	1.3
Union	6.1	7.5	3.9	-	5.0	-1.1
Vermilion	6.8	6.3	6.1	6.7	6.1	-.7
Vernon	.7	7.0	8.1	-	7.6	6.9
Washington	10.2	4.1	9.3	2.1	3.8	-6.4

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Table 1. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Webster	12.8	15.4	12.5	9.7	10.7	-2.1
West Baton Rouge	-	-	-	-	10.3	10.3
West Carroll	8.8	6.1	14.6	10.7	8.9	.1
West Feliciana	13.5	9.2	12.6	5.4	7.0	-6.5
Winn	15.7	13.0	16.3	14.8	12.2	-3.5
Monroe City	9.3	11.7	14.4	13.3	12.6	3.3
Bogalusa City	13.4	7.1	10.3	7.1	4.9	-8.5
State Totals	7.8	8.7	8.1	8.6	9.2	1.4

- = Unavailable

State totals exclude enrollment in systems for which retention figures were incomplete.

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first administration of the Grade 2 BST. At the end of the 1981-82 school year, when the first Basic Skills Test was administered, the retention rate among grade 2 students was 8.7 percent.

Figures for the 1982-83 school year indicated that 8.1 percent of the grade 2 students were retained at the conclusion of that school year. During 1983-84, the grade 2 retention rate was 8.6 percent. At the conclusion of the 1984-85 school year, 9.2 percent of the grade 2 students were retained.

Overall, across the 1980-85 period, grade 2 retention rates changed from 7.8 percent at the end of 1980-81 to 9.2 percent at the end of 1984-85, an increase of 1.4 percent. The highest single year retention rate (9.2%) was observed at the end of the 1984-85 school year; this was the fourth year of testing on the Grade 2 BST.

Grade 3 Rates

Retention rates for grade 3 regular education students by school system for the 1980-85 period are shown in Table 2. As illustrated, among the grade 3 regular education students enrolled in public schools in Louisiana during the 1980-81 school year, 6.2 percent were retained at the end of that year. During 1981-82, one year prior to the introduction of the Grade 3 Basic Skills Test, the grade 3 retention rate was 5.9 percent.

During the 1982-83 school year, the first year in which the Grade 3 BST was administered, 7.4 percent of the tested students were retained. The 1983-84 retention rate among grade 3 students was 9.4 percent, while that for 1984-85 was 9.2 percent.

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Table 2: Comparison of Grade 3 Retention Rates for Regular Education Students by School System for the Period 1980-81 through 1984-85

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Acadia	13.8	15.1	12.4	14.1	10.1	-3.7
Allen	2.9	-	4.9	5.0	5.1	2.3
Ascension	5.0	6.3	5.8	5.2	7.8	2.8
Assumption	10.7	12.2	14.4	10.0	13.2	2.5
Avoyelles	-	3.5	14.6	9.2	8.1	8.1
Beauregard	3.0	5.2	4.1	1.8	1.2	-1.8
Bienville	1.9	6.8	14.0	15.5	7.3	5.4
Bossier	1.2	1.2	3.9	3.2	3.9	2.7
Caddo	3.9	2.4	3.9	3.4	5.5	1.6
Calcasieu	5.6	5.3	6.2	7.9	6.7	1.1
Caldwell	7.5	7.3	4.3	5.3	4.2	-3.3
Cameron	1.1	1.3	7.5	7.7	2.5	1.4
Catahoula	12.5	11.3	13.8	8.7	12.7	.2
Claiborne	4.2	8.5	12.3	7.8	3.9	-.3
Concordia	4.0	6.3	4.3	3.0	5.5	1.5
Desoto	25.9	12.0	3.6	7.9	3.9	-22.0
East Baton Rouge	2.8	4.8	7.2	9.8	8.9	6.1
East Carroll	6.5	5.6	6.5	8.4	8.9	2.4
East Feliciana	8.7	2.6	2.9	3.5	4.3	-4.4
Evangeline	21.2	12.6	9.2	11.2	10.5	-10.7
Franklin	5.6	4.9	5.6	5.4	4.7	-.9
Grant	1.4	1.7	-	5.8	6.7	5.3
Iberia	9.6	11.6	9.6	7.4	11.2	1.6
Iberville	8.4	9.5	12.0	10.5	11.6	3.2
Jackson	2.1	6.8	4.7	3.6	4.7	2.6
Jefferson	4.0	4.1	4.8	8.0	11.3	7.3
Jefferson Davis	4.4	7.3	6.3	9.0	4.7	.3
Lafayette	7.9	6.4	11.0	7.5	6.6	-1.3
Lafourche	7.3	3.3	3.1	1.7	3.5	-3.8
Lasalle	3.2	2.2	3.8	4.4	7.6	4.4

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Table 2. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Lincoln	6.5	6.4	2.5	2.8	4.5	-2.0
Livingston	3.7	2.9	2.8	4.6	3.6	-.1
Madison	9.2	7.1	4.6	8.8	10.7	1.5
Morehouse	9.1	7.0	12.2	9.2	12.2	3.1
Natchitoches	6.0	4.8	9.3	10.3	6.7	.7
Orleans	5.5	5.2	8.4	20.0	15.1	9.6
Ouachita	4.7	4.5	6.8	4.8	6.2	1.5
Plaquemines	-	9.0	14.8	10.2	11.4	11.4
Pointe Coupee	9.2	11.4	11.6	14.8	12.1	2.9
Rapides	11.2	5.8	7.1	11.8	9.5	-1.7
Red River	1.5	6.8	6.3	14.1	15.7	14.2
Richland	6.9	5.0	4.0	7.5	14.4	7.5
Sabine	3.9	11.8	-	4.5	7.4	2.5
St. Bernard	.5	1.8	14.4	15.3	15.5	15.0
St. Charles	7.6	19.1	5.8	4.7	4.2	-2.6
St. Helena	4.8	8.3	8.1	4.5	2.4	-2.4
St. James	2.4	2.3	2.4	7.8	3.8	5.4
St. John	8.0	30.8	-	18.3	17.6	9.6
St. Landry	9.1	5.3	9.2	18.6	23.8	14.7
St. Martin	4.2	3.3	6.9	5.0	8.3	4.1
St. Mary	7.8	8.7	8.2	9.9	9.0	1.2
St. Tammany	4.5	4.0	4.9	5.3	8.1	3.6
Tangipahoa	-	-	5.7	6.4	14.3	14.3
Tensas	13.2	13.2	17.5	20.8	8.8	-4.4
Terrebonne	5.6	6.4	5.5	-	8.0	2.4
Union	3.3	3.2	3.0	-	2.5	-.8
Vermilion	5.7	4.8	4.9	6.4	5.0	-.7
Vernon	7.6	4.8	5.0	-	6.6	-1.0
Washington	-	-	9.5	7.6	6.1	6.1

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Table 2. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Webster	10.1	14.0	11.3	9.6	7.2	-2.9
West Baton Rouge	-	-	-	-	3.3	3.3
West Carroll	8.9	10.0	10.3	9.5	7.4	-1.5
West Feliciana	8.0	14.5	21.6	8.1	14.9	6.9
Winn	9.7	4.5	14.0	3.4	6.4	-3.3
Monroe City	11.8	16.1	16.7	14.3	12.2	.4
Bogalusa City	14.2	11.6	13.5	9.1	8.8	-5.4
State Totals	6.2	5.9	7.4	9.4	9.2	3.0

- = Unavailable

State totals exclude enrollment in systems for which retention figures were incomplete.

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Overall, during the 1980-85 period, statewide grade 3 retention rates changed from 6.2 percent in 1980-81 to 9.2 percent in 1984-85, an increase of 3.0 percent. Contrary to the trend observed among grade 2 rates, the highest yearly grade 3 retention rate (9.4%) was observed at the end of the 1983-84 school year. This period coincides with the second year of testing with the Grade 3 BST.

Grade 4 Rates

Retention rates for grade 4 regular education students by school system for the 1980-85 period are shown in Table 3. As illustrated, among the grade 4 students enrolled in public schools in Louisiana during 1980-81, 5.1 percent were retained. During 1981-82, the grade 4 retention rate was 6.4 percent.

During the 1982-83 school year, one year prior to the first administration of the Grade 4 BST, 6.3 percent of the grade 4 regular education students were retained. At the end of the 1983-84 school year, 12.0 percent were retained in grade 4; this was the year the Grade 4 BST was first administered. The 1984-85 enrollment figures showed that the grade 4 retention rate was 9.0 percent at the end of that school year.

Overall, during the 1980-85 period, grade 4 retention rates changed from 5.1 percent in 1980-81 to 9.0 percent in 1984-85, an increase of 3.9 percent. The highest single year retention rate (12.0%) was observed at the end of the 1983-84 school year; it was during this period that the Grade 4 BST was first administered.

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Table 3: Comparison of Grade 4 Retention Rates for Regular Education Students by School System for the Period 1984-85 through 1984-85

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Acadia	15.3	-	13.7	15.5	11.3	-4.0
Allen	2.7	-	2.9	10.7	3.7	1.0
Ascension	4.5	3.1	3.9	2.5	5.1	.6
Assumption	6.5	17.6	5.7	13.6	12.8	6.3
Avoyelles	-	-	7.8	9.8	8.6	8.6
Beauregard	3.7	3.2	4.2	2.7	4.6	.9
Bienville	3.9	5.6	8.3	8.4	7.7	3.8
Bossier	1.1	.8	.5	3.3	3.9	2.8
Caddo	3.4	6.2	3.9	3.6	5.1	1.7
Calcasieu	5.8	-	4.5	5.5	5.5	-.3
Caldwell	8.1	12.6	6.4	6.9	1.2	-6.9
Cameron	2.4	-	7.1	5.6	4.7	2.3
Catahoula	5.1	-	4.1	4.7	5.1	0
Claiborne	8.7	16.7	8.8	9.8	4.9	-3.8
Concordia	8.0	6.5	10.5	9.8	6.5	-1.5
Desoto	11.4	3.8	5.2	8.7	6.6	-4.8
East Baton Rouge	1.9	5.2	4.9	7.8	5.7	3.8
East Carroll	4.5	6.3	4.2	17.6	8.1	3.6
East Feliciana	13.9	3.9	7.2	6.4	9.3	-4.6
Evangeline	8.3	13.4	18.2	18.1	15.4	7.1
Franklin	6.4	-	4.6	7.1	8.4	2.0
Grant	6.0	4.4	-	5.1	5.3	-.7
Iberia	8.6	-	10.7	8.4	12.9	4.3
Iberville	10.0	9.0	9.8	11.1	18.2	8.2
Jackson	1.2	7.7	1.2	9.6	1.8	.6
Jefferson	4.8	7.2	7.4	9.8	15.5	10.7
Jefferson Davis	4.6	7.8	8.9	17.6	4.6	0
Lafayette	9.4	-	13.1	9.5	10.8	1.4
Lafourche	-	-	4.4	6.0	4.6	4.6
Lasalle	2.3	4.6	6.7	2.4	2.9	.6

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Table 3. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Lincoln	3.8	3.0	3.1	3.1	8.5	4.7
Livingston	3.2	-	-	11.3	8.3	5.1
Madison	5.9	7.4	7.0	9.9	11.2	5.3
Morehouse	9.4	10.4	6.1	15.7	11.1	1.7
Natchitoches	3.6	4.4	5.9	5.4	12.1	8.5
Orleans	4.5	6.6	6.5	27.9	14.1	9.6
Ouachita	3.8	4.0	4.0	5.9	5.2	1.4
Plaquemines	-	-	5.4	14.8	13.9	13.9
Pointe Coupee	8.1	13.0	13.4	21.3	14.9	6.8
Rapides	5.5	6.8	3.9	9.5	9.7	4.2
Red River	2.4	.7	10.5	11.9	3.3	.9
Richland	8.1	7.5	-	5.3	13.7	5.6
Sabine	5.4	4.1	3.4	6.5	5.4	0
St. Bernard	8.5	5.7	13.2	11.7	7.1	-1.4
St. Charles	6.8	20.9	11.3	11.2	6.9	.1
St. Helena	5.3	6.4	12.0	7.5	5.4	.1
St. James	7.7	4.5	2.2	13.0	5.3	-2.4
St. John	5.1	.2	4.2	10.6	10.0	4.9
St. Landry	6.4	7.2	8.5	22.2	23.0	16.6
St. Martin	3.4	1.9	1.6	6.1	8.7	5.3
St. Mary	9.8	8.7	7.8	10.0	11.1	1.3
St. Tammany	4.9	-	4.2	5.9	7.8	2.9
Tangipahoa	-	-	6.4	8.9	10.8	10.8
Tensas	3.7	4.0	-	16.2	14.4	10.7
Terrebonne	6.6	6.1	6.9	-	6.1	-.5
Union	4.9	-	8.3	-	9.2	4.3
Vermilion	6.1	6.0	6.2	5.4	5.3	-.8
Vernon	5.8	5.0	4.4	-	4.9	-.9
Washington	-	-	1.3	6.2	1.8	1.8

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Table 3. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Webster	8.0	12.1	4.3	5.1	7.2	-.8
West Baton Rouge	-	8.4	-	10.8	15.9	15.9
West Carroll	10.5	10.1	8.0	12.6	9.8	-.7
West Feliciana	12.8	22.3	21.7	21.0	20.2	7.4
Winn	10.7	6.8	-	8.4	11.8	1.1
Monroe City	9.7	9.8	12.4	15.0	12.4	2.7
Bogalusa City	14.0	7.9	5.0	9.6	9.5	-4.5
State Totals	5.1	6.4	6.3	12.0	9.0	3.9

- = Unavailable

State totals exclude enrollment in systems for which retention figures were incomplete.

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Grade 5 Rates

The retention rates for grade 5 regular education students by school system are shown in Table 4. Among the grade 5 students enrolled during 1980-81, 5.4 percent were retained at the conclusion of that school year. The 1981-82 retention rate was 5.8 percent.

During the 1982-83 school year, 6.5 percent of the grade 5 students were retained. At the end of 1983-84, the grade 5 retention rate was 7.5 percent. The Grade 5 BST was first administered during the 1984-85 school year; the retention rate at the end of that year was 9.5 percent.

Overall, the grade 5 retention rate increased from 5.4 percent in 1980-81 to 9.5 percent in 1984-85, an increase of 4.1 percent. The highest single year retention rate (9.5%) was noted during 1984-85, the school year during which the Grade 5 BST was first administered.

Summary

Examination of this longitudinal promotion/retention data indicates that the state's minimum competency program has had an effect on promotion rates. Since 1980-81, retention rates have generally increased at each of the grade levels involved in the Basic Skills Testing Program. Grade 2 retention rates for 1984-85 reflect an increase of 1.4 percent over 1980-81, while grade 3 rates show an increase of 3.0 percent. The grade 4 rates increased by 3.9 percent; those at grade 5 increased by 4.1 percent. Grade 4 and grade 5 retention rates were highest at the end of the school year during which each respective BST was first administered (1983-84 for the Grade 4 BST and 1984-85 for the Grade 5 BST). These findings are consistent with the introduction of guidelines for the Pupil Progression Plan that specify the use of the BST as the principal criterion for promotion.

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Table 4: Comparison of Grade 5 Retention Rates for Regular Education Students by School System for the Period 1984-85 through 1984-85

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Acadia	18.2	-	15.9	12.3	3.8	-14.4
Allen	4.1	-	7.9	4.1	6.7	2.6
Ascension	4.2	4.4	5.8	7.0	6.3	2.1
Assumption	6.3	14.1	4.3	5.2	11.4	5.1
Avoyelles	-	-	10.5	8.6	18.2	18.2
Beauregard	2.9	1.4	2.8	1.5	1.2	-1.7
Bienville	2.5	5.7	5.5	6.9	13.5	11.0
Bossier	.7	.5	.2	.4	1.9	1.2
Caddo	5.5	4.6	2.4	3.2	4.3	-1.2
Calcasieu	3.4	-	3.3	3.0	4.1	.7
Caldwell	6.0	10.6	4.3	4.1	2.2	.7
Cameron	2.9	-	5.3	11.3	5.5	-3.8
Catahoula	12.9	-	15.0	13.7	14.0	2.6
Claiborne	5.8	4.7	9.5	7.9	6.9	1.1
Concordia	10.7	8.0	6.9	6.2	7.4	1.1
Desoto	12.0	8.4	3.7	5.2	5.1	-6.9
East Baton Rouge	.9	1.3	2.4	3.7	5.2	4.3
East Carroll	5.6	7.4	3.1	6.6	11.3	5.7
East Feliciana	10.0	3.1	1.9	4.5	9.7	-.3
Evangeline	15.8	16.3	25.1	21.3	17.8	2.0
Franklin	7.5	-	6.4	5.9	11.6	4.1
Grant	1.9	1.0	-	3.3	6.2	4.3
Iberia	12.7	-	10.6	9.0	13.8	1.1
Iberville	8.2	6.5	5.9	10.3	11.0	2.8
Jackson	5.1	8.5	3.9	4.4	5.1	-
Jefferson	5.3	5.6	6.4	7.7	10.7	5.4
Jefferson Davis	9.4	6.4	7.2	9.7	8.7	-.7
Lafayette	9.1	-	11.0	12.2	12.1	3.0
Lafourche	-	-	4.9	4.9	4.9	4.9
Lasalle	4.6	4.4	5.2	2.7	4.9	.3

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Table 4. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Lincoln	3.5	5.0	5.4	2.8	5.2	1.7
Livingston	5.2	-	-	5.6	6.5	1.3
Madison	4.8	4.3	3.4	3.3	5.0	.2
Morehouse	8.7	9.7	8.0	4.1	11.8	3.1
Natchitoches	4.8	4.7	3.9	6.3	13.6	8.8
Orleans	4.0	4.3	5.8	9.8	12.3	8.3
Ouachita	4.1	4.2	3.3	5.8	6.9	2.8
Plaquemines	-	-	16.7	18.5	17.5	17.5
Pointe Coupee	8.1	16.8	16.3	19.8	19.5	11.4
Rapides	3.9	5.2	2.9	7.7	8.9	6.0
Red River	8.2	5.2	-	1.6	10.1	1.9
Richland	13.7	10.8	-	7.8	16.6	2.9
Sabine	8.2	12.2	12.0	6.7	4.0	-4.2
St. Bernard	1.2	2.0	16.7	11.5	23.1	21.9
St. Charles	4.3	18.9	8.6	9.8	6.3	2.0
St. Helena	15.0	9.6	12.5	9.2	19.6	14.6
St. James	6.3	3.0	3.7	7.0	4.7	-1.6
St. John	4.8	4.3	6.5	7.0	11.9	7.1
St. Landry	6.2	6.8	8.4	26.8	26.9	23.7
St. Martin	2.3	2.5	1.5	3.7	10.6	8.3
St. Mary	9.7	10.0	7.4	6.5	11.1	1.4
St. Tammany	3.1	-	3.8	2.9	9.3	6.2
Tangipahoa	-	-	10.4	9.7	15.8	15.8
Tensas	1.5	5.6	-	-	16.8	15.3
Terrebonne	5.4	7.6	5.6	5.1	5.5	.1
Union	5.7	-	8.5	4.8	3.6	-2.1
Vermilion	7.7	7.2	6.6	4.9	6.3	-1.4
Vernon	3.5	6.9	2.9	4.4	7.5	4.0
Washington	-	-	2.6	2.9	1.8	1.8

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Table 4. (Continued)

School System	Students Retained 1980-81 %	Students Retained 1981-82 %	Students Retained 1982-83 %	Students Retained 1983-84 %	Students Retained 1984-85 %	Change 1980-81 to 1984-85 %
Webster	3.4	6.4	7.6	5.9	6.1	2.7
West Baton Rouge	-	23.6	21.1	26.4	33.0	33.0
West Carroll	13.6	17.4	19.5	13.9	12.5	-1.1
West Feliciana	17.0	23.8	23.2	17.0	25.0	8.0
Winn	5.5	4.8	-	3.3	5.7	.2
Monroe City	8.4	14.6	18.9	18.1	16.6	8.2
Bogalusa City	3.0	5.9	.4	1.4	5.2	2.2
State Totals	5.4	5.8	6.5	7.5	9.5	4.1

- = Unavailable

State totals exclude enrollment in systems for which retention figures were incomplete.

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At grade 3, however, the highest rate was observed at the end of 1983-84, the second year of Grade 3 BST administration. This departure from the observed trends at grades 4 and 5 could be due to the one-year lag in the promotion of the weaker grade 2 students who were held back during 1981-82 and then promoted to grade 3 at the end of 1982-83. These students then became part of the grade 3 population of which 9.4 percent were retained at the end of 1983-84.

The observed peak in grade 2 retention rates during 1984-85 (the fourth year of testing at that level) is an interesting phenomenon. Since the initiation of the Grade 2 BST in 1981-82, longitudinal evaluation studies of the performance of students served by the State-Funded Compensatory/Remedial Program have repeatedly shown that students who are retained immediately after failing a BST and provided with remedial services at that point generally perform better on subsequent BSTs and require fewer additional years of remediation. In contrast, students who are promoted after failing a BST have been consistently observed to perform poorly on the next BST (approximately 40 percent pass the test), with a large number requiring additional remediation in subsequent years. The overall increase in grade 2 retention rates since 1980-81 may represent the results of LEA actions specifically instituted in reaction to these observed longitudinal trends.

Evaluation Question 2: What is the relationship between failing to attain the minimum performance standard on the State Basic Skills Tests and subsequent grade placement?

Pupil Progression Plans

The specific relationship between performance on the State Basic Skills Test (BST) and grade placement is set forth in each local school system's Pupil Progression Plan. Although the BST must be the principal criterion for promotion in each Plan, it does not have to be the sole criterion. Many systems have adopted additional criteria that make the requirements for promotion more stringent than the BST alone; this has often resulted in the retention of students who exceeded the minimum performance standard on the BST. Additionally, many Plans include limitations on the number of times a student can be retained in a given grade or within a particular span of grades. These limitations thus allow for the promotion of students who fail to attain the minimum performance standard on the BST.

Grade 2 Compensatory/Remedial Qualifiers

The promotion/retention status of regular and special education students who qualified for grade 2 compensatory/remedial services during the 1982-86 period is presented in Table 5. For each school system the percentages of compensatory/remedial students promoted or retained among the total number eligible for services and for whom completed Profiles were returned is shown. The percentage of eligible students in ungraded settings or for whom complete data were unavailable is also given.

Statewide, among the grade 2 students who qualified for compensatory/remedial services in the 1982-83 program, 43.4 percent were retained at the end of that school year. An almost equal number, 43.2 percent, were promoted to grade 3. The remaining 13.4 percent were in

Table 5. Promotion Status of Regular and Special Education Students Who Qualified For Grade 2 Compensatory/Remedial Services: 1982-83, 1983-84, 1984-85, and 1985-86

School System	1982-83 C/R Qualifiers			1983-84 C/R Qualifiers			1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %
Acadia	41.2	50.6	8.2	72.5	22.0	5.5	88.5	11.5	0.0	68.5	24.7	6.8
Allen	15.7	72.5	11.8	57.1	42.9	0.0	63.2	36.8	0.0	17.4	8.7	73.9
Ascension	28.8	58.9	12.3	46.3	41.8	11.9	61.1	31.5	7.4	71.0	26.1	2.9
Assumption	94.6	5.4	0.0	66.7	22.2	11.1	-	-	-	-	-	100.0
Avoyelles	34.6	65.4	0.0	65.7	28.6	5.7	84.6	11.5	3.9	77.1	20.0	2.9
Beauregard	30.0	45.0	25.0	64.7	29.4	5.9	73.3	26.7	0.0	55.6	33.3	88.9
Bienville	80.0	10.0	10.0	100.0	0.0	0.0	100.0	0.0	0.0	60.0	40.0	0.0
Bossier	22.4	61.6	16.0	53.6	46.4	0.0	48.2	43.4	8.4	58.6	29.3	12.1
Caddo	24.4	29.2	46.4	45.3	48.1	6.6	31.5	63.7	4.8	34.9	62.7	2.4
Calcasieu	48.7	36.0	15.3	-	-	-	63.8	24.5	11.7	24.6	8.7	66.7
Caldwell	25.0	50.0	25.0	-	-	-	-	-	-	-	-	100.0
Cameron	26.3	42.1	31.6	-	-	-	-	-	-	50.0	50.0	0.0
Catahoula	40.9	54.5	4.5	35.7	28.6	35.7	-	-	-	80.0	20.0	0.0
Claiborne	25.8	61.3	12.9	71.4	28.6	0.0	-	-	-	87.5	0.0	12.5
Concordia	65.2	21.7	13.0	60.7	39.3	0.0	-	-	-	45.7	20.0	34.3
Desoto	100.0	0.0	0.0	64.3	28.6	7.1	83.3	16.7	0.0	56.2	0.0	43.8
East Baton Rouge	42.4	38.9	18.7	45.5	54.3	0.2	50.2	41.6	8.2	50.4	43.2	6.4
East Carroll	47.5	47.5	5.0	55.5	45.0	0.0	64.0	30.0	10.0	63.2	36.8	0.0
East Feliciana	48.9	40.0	11.1	40.0	30.0	30.0	33.3	50.0	16.7	44.7	50.0	5.3
Evangeline	65.9	12.9	21.2	75.0	9.1	15.9	40.0	40.0	20.0	67.4	27.9	4.7
Franklin	56.8	27.0	16.2	45.7	54.3	0.0	-	-	-	-	-	100.0
Grant	18.8	50.0	31.3	-	-	-	-	-	-	29.4	0.0	70.6
Iberia	56.9	29.2	13.8	71.0	24.6	4.3	70.2	29.8	0.0	62.9	25.8	88.7
Iberville	42.9	38.8	18.4	39.1	52.2	3.7	-	-	-	72.4	0.0	27.6
Jackson	35.7	64.3	0.0	42.9	57.1	0.0	28.6	71.4	0.0	64.3	35.7	0.0
Jefferson	37.9	40.0	22.1	46.4	34.5	19.1	48.5	36.9	14.6	44.1	44.1	91.8
Jefferson Davis	43.3	46.7	10.0	61.9	0.0	38.1	-	-	-	73.3	26.7	0.0
Lafayette	51.0	38.2	10.8	44.3	50.4	5.3	60.7	39.3	0.0	61.2	40.3	(-)
Lafourche	45.5	36.1	18.5	100.0	0.0	0.0	76.2	23.8	0.0	70.9	17.4	11.7
Lasalle	55.6	11.1	33.3	33.0	66.7	0.0	60.0	40.0	0.0	33.3	66.7	0.0

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Table 5. (Continued)

School System	1982-83 C/R Qualifiers			1983-84 C/R Qualifiers			1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %
Lincoln	66.7	33.3	0.0	37.5	0.0	62.5	100.0	0.0	0.0	55.6	0.0	44.4
Livingston	36.3	63.8	0.0	38.1	61.9	.9	22.0	54.0	24.0	29.7	54.9	15.4
Madison	68.6	17.1	14.3	77.1	14.3	8.6	69.6	26.1	4.3	62.8	16.3	20.9
Morehouse	97.0	1.5	1.5	97.1	2.9	0.0	100.0	0.0	0.0	80.0	0.0	20.0
Natchitoches	81.4	3.4	15.3	7.4	3.7	88.9	-	-	-	90.0	0.0	10.0
Orleans	34.9	60.1	4.9	20.0	13.3	66.7	86.8	1.8	11.4	47.1	48.1	4.8
Ouachita	41.5	29.3	29.3	57.5	40.0	2.5	44.1	44.1	11.8	43.4	26.4	30.2
Plaquemines	62.2	36.9	0.9	35.3	11.8	52.9	100.0	0.0	0.0	54.3	10.9	34.8
Pointe Coupee	54.3	28.6	17.1	27.3	18.2	54.5	92.3	7.7	0.0	54.5	36.4	9.1
Rapides	52.3	38.4	9.3	54.8	40.9	4.3	77.8	22.2	0.0	60.7	32.5	6.8
Red River	56.0	16.0	28.0	84.6	0.0	15.4	-	-	-	6.2	0.0	93.8
Richland	68.5	29.6	1.9	15.4	0.0	84.6	65.4	11.5	23.1	72.2	0.0	27.8
Sabine	68.8	25.0	6.3	62.5	37.5	0.0	45.8	54.2	0.0	20.0	56.7	23.3
St. Bernard	27.4	43.9	28.7	67.7	31.2	1.1	71.2	27.3	1.5	61.7	36.7	1.6
St. Charles	60.5	7.9	31.6	87.5	12.5	0.0	90.0	10.0	0.0	79.2	20.8	0.0
St. Helena	46.7	53.3	0.0	27.8	55.6	16.7	42.9	57.1	0.0	69.2	30.8	0.0
St. James	61.5	15.4	23.1	26.7	26.7	46.7	-	-	-	100.0	0.0	0.0
St. John	34.5	34.5	31.0	38.5	61.5	0.0	44.4	55.6	0.0	43.6	54.5	1.9
St. Landry	45.8	37.5	16.7	45.2	51.6	3.2	64.4	35.6	0.0	67.6	20.6	11.8
St. Martin	57.4	24.5	18.1	75.9	13.8	10.3	100.0	0.0	0.0	83.2	8.3	8.4
St. Mary	52.4	41.7	5.3	58.6	41.4	0.0	51.6	48.4	0.0	60.9	36.2	2.9
St. Tammany	43.5	42.9	13.7	40.6	47.6	11.9	49.1	43.8	7.1	50.0	37.2	12.8
Tangipahoa	46.0	33.0	21.0	3.6	2.1	94.3	60.1	35.5	4.4	45.3	0.0	54.7
Tensas	51.5	30.3	18.2	77.8	22.2	0.0	-	-	-	66.7	33.3	0.0
Terrebonne	48.2	42.6	9.2	60.0	38.1	1.9	60.3	39.7	0.0	63.5	36.5	0.0
Union	40.0	20.0	40.0	0.0	0.0	100.0	-	-	-	33.3	66.7	0.0
Vermilion	60.6	39.4	0.0	-	-	-	51.5	48.5	0.0	-	-	100.0
Vernon	42.6	33.3	24.1	65.2	15.2	19.7	44.9	18.4	36.7	32.4	24.3	43.3
Washington	37.2	44.2	18.6	48.8	34.9	16.3	84.6	7.7	7.7	-	-	100.0
Webster	58.8	29.4	11.8	25.5	0.0	74.5	100.0	0.0	0.0	52.6	0.0	47.4
West Baton Rouge	67.9	17.9	14.3	16.7	16.7	66.7	-	-	-	44.4	22.2	33.4

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Table 5. (Continued)

School System	1982-83 C/R Qualifiers			1983-84 C/R Qualifiers			1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %
West Carroll	20.0	80.0	0.0	87.5	12.5	0.0	-	-	-	-	-	100.0
West Feliciana	75.0	25.0	0.0	-	-	-	66.7	22.2	11.1	14.3	28.6	57.1
Winn	85.7	0.0	14.3	90.9	0.0	9.1	100.0	0.0	0.0	90.0	10.0	0.0
Monroe City	43.3	34.4	20.3	40.6	0.0	59.4	78.0	15.2	6.8	26.5	0.0	73.5
Bogalusa City	5.6	55.6	38.9	46.7	13.3	40.0	75.0	25.0	0.0	26.3	68.4	5.3
State Totals	43.4	43.2	13.4	41.7	28.7	29.6	64.8	26.9	8.3	48.9	33.9	17.2

- = Data unavailable
(-) = Reported percentages exceed 100%

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ungraded settings or of undetermined status at the time of Student Profile submission. The retention rate among 1983-84 compensatory/ remedial program participants was 41.7 percent, while 28.7 percent were promoted to grade 3. The remaining 29.6 percent were in ungraded settings or of indeterminate status.

During 1984-85, 64.8 percent of the program participants were retained in grade 2, and 26.9 percent were promoted to grade 3. Students in ungraded settings or of indeterminate status accounted for the remaining 8.3 percent. The retention rate among 1985-86 program participants was 48.9 percent with 33.9 percent being promoted. The remaining 17.2 percent were in ungraded settings or of indeterminate status.

A comparison of the four years of data reveals that the highest yearly retention rate (64.8%) was observed among participants in the 1984-85 program. Compared with the initial 1982-83 rates (43.4%), those for the 1984-85 school year reflect an increase of 21.4 percent. However, caution must be exercised in interpreting this finding because grade level data concerning 1983-84 and 1984-85 qualifiers, in particular, were unavailable for students in 9.1 and 25.8 percent of the local school systems, respectively. Additionally, among those students for whom data were submitted, 13.4 percent (1982-83), 29.6 percent (1983-84), 8.3 percent (1984-85), and 17.2 percent (1985-86) were in ungraded settings or of indeterminate grade level status at the time of Profile submission. The unavailability of complete grade level data, particularly in 1983-84, could have unduly affected the apparent variations in grade 2 retention rates over the four-year period examined.

Perhaps a more accurate picture of the retention rate pattern among compensatory/remedial participants is that provided by considering only the figures for retained and promoted students, omitting those in ungraded settings and of indeterminate status. Based on these data, the retention rates have increased steadily since 1982-83, when 50 percent of the grade 2 program participants for whom there was information were retained. The 1983-84 rate was 59 percent, that for 1984-85 was 71 percent, and the current 1985-86 rate was 59 percent. This pattern, particularly during the 1982-85 period, strongly suggests that the BST is playing an increasingly greater role in the promotion/retention decision for those students who score below the minimum performance standard. The decline in the 1985-86 rate is, however, inconsistent with the overall increase in retention rates among all grade 2 students.

Grade 3 Compensatory/Remedial Qualifiers

The promotion/retention status of regular and special education students who qualified for grade 3 compensatory/remedial services in 1983-84, 1984-85, and 1985-86 is presented in Table 6. During 1983-84, among those students who qualified for grade 3 services, 30.3 percent were retained, and 42.3 percent were promoted to grade 4. The remaining 27.4 percent were in ungraded settings or of indeterminate status at the time Student Profiles were submitted.

Statewide, for 1983-84, 46.7 percent of the students who qualified for grade 3 services were retained in grade 3, and 46.2 percent were promoted to grade 4. The remaining 7.1 percent were in ungraded classrooms or of undetermined status. Among the 1985-86 compensatory/ remedial program qualifiers, 37.2 percent were retained, and 46.3

Table 6. Promotion/Retention Status of Regular and Special Education Students Who Qualified For Grade 3 Compensatory/Remedial Services: 1983-84, 1984-85, and 1985-86

School System	1983-84 C/R Qualifiers			1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %
Acadia	65.3	29.7	5.1	75.9	24.1	0.0	45.7	48.6	5.7
Allen	42.2	55.6	2.2	35.5	64.5	0.0	52.5	15.0	32.5
Ascension	20.3	72.9	6.8	27.6	64.6	7.8	32.9	62.0	5.1
Assumption	50.5	44.1	5.4	-	-	-	-	-	100.0
Avoyelles	47.4	44.7	7.9	64.6	30.8	4.6	76.9	15.4	7.7
Beauregard	28.9	68.4	2.6	20.0	60.0	20.0	29.2	66.7	4.1
Bienville	96.9	3.1	0.0	68.8	31.2	0.0	48.3	31.0	20.7
Bossier	30.9	68.4	0.7	25.6	62.0	12.4	28.8	51.8	19.4
Caddo	30.5	63.7	5.8	25.7	70.5	3.8	34.4	61.5	4.1
Calcasieu	-	-	-	46.7	48.1	-	35.2	10.1	54.7
Caldwell	-	-	-	-	-	-	-	-	100.0
Cameron	-	-	-	-	-	-	11.8	88.2	0.0
Catahoula	34.6	53.8	11.5	-	-	-	55.0	40.0	5.0
Claiborne	58.3	41.7	0.0	44.4	55.6	0.0	0.0	100.0	0.0
Concordia	31.0	69.0	0.0	-	-	-	23.6	69.1	7.3
Desoto	50.0	50.0	0.0	32.1	67.9	0.0	55.1	0.0	44.9
East Baton Rouge	31.0	68.8	0.2	35.7	56.8	7.5	36.5	58.2	5.3
East Carroll	44.8	55.2	0.0	43.2	51.4	5.4	34.2	52.6	13.2
East Feliciana	20.0	80.0	0.0	30.4	43.5	26.1	23.8	66.7	9.5
Evangeline	63.5	29.4	7.1	37.2	62.8	0.0	73.3	14.0	12.7
Franklin	25.5	72.5	2.0	-	-	-	-	-	100.0
Grant	-	-	-	-	-	-	75.6	0.0	24.4
Iberia	52.4	44.9	2.7	40.3	59.7	0.0	53.7	42.5	3.8
Iberville	43.0	52.7	4.3	-	-	-	72.2	3.1	24.7
Jackson	40.7	59.3	0.0	34.8	65.2	0.0	33.3	61.9	4.8
Jefferson	26.6	51.5	21.9	20.6	63.6	15.8	22.5	61.5	16.0
Jefferson Davis	24.1	44.6	31.3	-	-	-	32.1	66.0	1.9
Lafayette	24.7	69.9	5.4	30.9	69.1	0.0	43.2	55.6	1.2
Lafourche	99.2	0.0	0.0	70.8	29.2	0.0	44.8	52.8	2.4
Lasalle	36.4	163.6	0.0	22.7	77.3	0.0	61.5	38.5	0.0

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Table 6. (Continued)

School System	1983-84 C/R Qualifiers			1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %
Lincoln	20.3	0.0	79.7	95.7	4.3	0.0	59.4	0.0	40.6
Livingston	15.1	84.9	0.0	23.2	73.5	3.3	16.8	72.0	11.2
Madison	33.3	48.1	18.5	40.9	47.7	11.4	47.4	23.7	28.9
Morehouse	100.0	0.0	0.0	93.3	6.7	0.0	73.2	12.5	14.3
Natchitoches	1.6	36.5	61.9	100.0	0.0	0.0	97.1	0.0	2.9
Orleans	19.2	14.3	66.4	86.3	2.7	11.0	35.6	58.7	5.7
Ouachita	37.7	61.5	0.8	43.7	48.3	8.0	33.6	52.4	14.0
Plaquemines	43.6	9.1	47.3	100.0	0.0	0.0	65.0	7.8	27.2
Pointe Coupee	24.1	31.5	44.4	91.1	8.9	0.0	46.6	51.7	98.3
Rapides	45.6	51.4	3.1	50.7	49.3	0.0	39.1	46.4	14.5
Red River	25.9	55.6	18.5	-	-	-	0.0	15.6	84.4
Richland	9.5	0.0	91.5	51.9	44.3	3.8	77.1	0.0	22.9
Sabine	25.3	73.4	1.3	33.3	61.1	5.6	39.6	52.1	8.3
St. Bernard	43.3	51.1	5.6	71.2	25.6	3.2	51.6	45.9	2.5
St. Charles	32.1	60.7	7.1	39.0	61.0	0.0	50.0	50.0	0.0
St. Helena	25.7	57.1	17.1	8.6	91.4	0.0	20.7	72.4	6.9
St. James	30.8	34.6	34.6	-	-	-	75.9	3.4	20.7
St. John	38.1	61.9	0.0	31.8	68.2	0.0	29.2	67.7	3.1
St. Landry	38.9	57.3	3.8	48.7	51.3	0.0	51.0	41.4	7.6
St. Martin	34.6	61.8	3.6	59.6	36.5	3.8	57.7	40.4	1.9
St. Mary	38.8	61.2	0.0	35.8	60.2	4.0	38.7	52.7	8.6
St. Tammany	19.9	68.9	11.2	18.9	72.4	8.7	31.6	54.2	14.2
Tangipahoa	3.3	4.1	92.7	19.9	72.5	7.6	48.6	0.7	50.7
Tensas	63.2	36.8	0.0	-	-	-	56.5	39.1	4.4
Terrebonne	31.3	67.6	1.1	34.6	65.4	0.0	34.1	64.7	1.2
Union	18.8	18.8	62.5	16.7	83.3	0.0	0.0	100.0	0.0
Vermilion	-	-	-	42.1	57.9	0.0	0.0	0.0	100.0
Vernon	34.7	45.5	19.8	33.3	30.3	36.4	24.4	32.6	43.0
Washington	45.9	35.1	18.9	28.6	71.4	0.0	-	-	100.0
Webster	40.5	0.0	59.5	100.0	0.0	0.0	56.1	0.0	43.9
West Baton Rouge	24.0	52.0	24.0	-	-	-	21.2	69.7	9.1

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Table 6. (Continued)

School System	1983-84 C/R Qualifiers			1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %	Elig Ret %	Elig Pro %	Elig Ungr/ DK %
West Carroll	40.0	60.0	0.0	-	-	-	-	-	100.0
West Feliciana	-	-	-	38.9	61.1	0.0	28.6	28.6	42.8
Winn	80.0	0.0	20.0	50.0	50.0	0.0	77.8	22.2	0.0
Monroe City	30.3	0.0	69.7	63.2	32.3	4.5	52.6	0.0	47.4
Bogalusa City	56.1	29.3	14.6	43.2	52.3	4.5	23.3	46.7	30.0
State Totals	30.3	42.3	27.4	46.7	46.2	7.1	37.2	46.3	16.5

- = Data unavailable

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percent were promoted. The remaining 16.5 percent were in ungraded settings or of indeterminate status when Profiles were submitted.

A comparison of these data indicates that, among the qualifiers for grade 3 services, retention rates have generally increased since the first year of basic skills testing at that level in 1982-83. However, caution must again be used in interpreting these promotion/retention rates because incomplete data were provided for 27.4 percent of the students eligible for 1983-84 services, 7.1 percent of those eligible in 1984-85, and 16.5 percent of the eligible students in 1985-86.

As with the grade 2 service participants, data examined relative to only those students who were either promoted or retained over the three-year period provide a clearer picture of the retention pattern. Among those students who received grade 3 services during 1983-84, 42 percent had been retained for that school year. For the 1984-85 school year, 50 percent of the compensatory/remedial program participants had been retained. The retention rate among 1985-86 program qualifiers was 45 percent. Thus, among students who fail to attain the performance standard on the Grade 3 BST, a larger number are currently being retained than in 1982-83 when the test was first introduced.

Grade 4 Compensatory/Remedial Qualifiers

The promotion/retention status of students who qualified for grade 4 compensatory/remedial services in 1984-85 and 1985-86 is shown in Table 7. Overall, among the grade 4 students who qualified for 1984-85 services, 42.5 percent were retained in grade 4, and 50.8 percent were promoted to grade 5. Data were incomplete relative to 6.7 percent of the eligible students. Among the 1985-86 qualifiers, 36.1 percent were

Table 7. Promotion/Retention Status of Regular and Special Education Students who Qualified for Grade 4 Compensatory/Remedial Services: 1984-85 and 1985-86

School System	1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Eligible Retained %	Eligible Promoted %	Eligible Ungrad/ Don't Know %	Eligible Retained %	Eligible Promoted %	Eligible Ungrad/ Don't Know %
Acadia	62.6	37.4	0.0	57.1	25.7	17.2
Allen	58.6	40.0	1.4	23.5	41.2	35.3
Ascension	14.5	82.8	2.7	16.1	76.3	7.6
Assumption	-	-	-	-	-	100.0
Avoyelles	69.6	27.5	2.9	68.2	22.7	9.1
Beauregard	37.5	58.9	3.6	32.3	58.1	9.6
Bienville	31.6	42.1	26.3	40.7	44.4	14.9
Bossier	15.7	65.7	18.6	29.1	57.5	13.4
Caddo	31.1	65.9	3.0	37.1	58.1	4.8
Calcasieu	23.8	71.5	4.7	37.8	11.1	51.1
Caldwell	-	-	-	0.0	0.0	100.0
Cameron	-	-	-	22.7	77.3	0.0
Catahoula	-	-	-	25.8	67.7	93.5
Claiborne	48.3	51.7	0.0	83.3	16.7	0.0
Concordia	-	-	-	30.8	61.5	7.7
Desoto	47.2	52.8	0.0	54.2	0.0	45.8
East Baton Rouge	24.6	69.8	5.6	28.6	64.0	7.4
East Carroll	53.1	46.9	0.0	22.6	71.0	6.4
East Feliciana	18.5	75.4	6.1	36.8	50.9	12.3
Evangeline	42.4	54.4	3.2	51.6	38.5	9.9
Franklin	-	-	-	-	-	100.0
Grant	-	-	-	50.0	0.0	50.0
Iberia	27.5	72.5	0.0	69.0	26.2	95.2
Iberville	-	-	-	67.2	13.1	19.7
Jackson	46.0	54.0	0.0	4.5	86.4	9.1
Jefferson	17.6	70.0	12.4	27.6	58.1	14.3
Jefferson Davis	-	-	-	21.4	71.4	7.2
Lafayette	27.4	72.6	0.0	34.6	64.6	99.2
Lafourche	59.2	36.7	4.1	50.5	40.6	91.1
Lasalle	0.0	100.0	0.0	14.3	85.7	0.0

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Table 7. (Continued)

School System	1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Eligible Retained %	Eligible Promoted %	Eligible Ungrad/ Don't Know %	Eligible Retained %	Eligible Promoted %	Eligible Ungrad/ Don't Know %
Lincoln	89.7	5.1	5.2	65.6	0.0	34.4
Livingston	47.3	50.3	2.4	41.0	49.7	9.3
Madison	38.0	59.2	2.8	76.3	21.1	2.6
Morehouse	98.3	1.7	0.0	82.4	2.9	14.7
Natchitoches	100.0	0.0	0.0	100.0	0.0	0.0
Orleans	85.7	2.3	12.0	34.5	59.5	6.0
Ouachita	39.2	58.0	2.8	26.4	54.3	80.7
Plaquemines	100.0	0.0	0.0	60.0	16.2	76.2
Pointe Coupee	78.6	20.2	1.0	46.6	43.8	9.6
Rapides	35.8	64.2	0.0	47.2	35.8	17.0
Red River	-	-	-	11.1	66.7	22.2
Richland	51.6	44.1	4.3	77.3	0.0	22.7
Sabine	37.5	57.5	5.0	22.7	59.1	18.2
St. Bernard	50.5	45.7	3.8	21.4	73.8	4.8
St. Charles	33.3	57.6	9.1	51.7	46.7	1.6
St. Helena	23.8	76.2	0.0	61.5	38.5	0.0
St. James	-	-	-	86.7	0.0	13.3
St. John	10.3	89.7	0.0	15.2	84.8	0.0
St. Landry	54.2	45.8	0.0	68.0	26.2	5.8
St. Martin	29.9	69.1	1.0	42.6	54.4	3.0
St. Mary	26.1	72.8	1.1	35.1	55.7	9.2
St. Tammany	13.1	78.8	8.1	26.6	65.1	8.3
Tangipahoa	25.8	60.3	13.9	36.2	3.5	60.3
Tensas	-	-	-	58.8	23.5	17.7
Terrebonne	26.1	73.9	0.0	34.4	65.6	0.0
Union	23.8	76.2	0.0	22.7	77.3	0.0
Vermilion	17.6	82.4	0.0	0.0	0.0	100.0
Vernon	27.8	41.7	20.5	21.2	56.2	22.6
Washington	32.3	66.7	1.0	-	-	100.0
Webster	100.0	0.0	0.0	75.0	0.0	25.0
West Baton Rouge	-	-	-	38.6	50.0	11.4

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Table 7. (Continued)

School System	1984-85 C/R Qualifiers			1985-86 C/R Qualifiers		
	Eligible Retained %	Eligible Promoted %	Eligible Ungrad/ Don't Know %	Eligible Retained %	Eligible Promoted %	Eligible Ungrad/ Don't Know %
West Carroll	-	-	-	-	-	100.0
West Feliciana	28.0	64.0	8.0	15.4	30.8	53.8
Winn	54.2	45.8	0.0	100.0	0.0	0.0
Monroe City	43.0	55.7	1.3	41.2	0.0	58.8
Bogalusa City	44.3	51.4	4.3	45.5	21.2	33.3
State Totals	42.5	50.8	6.7	36.1	45.9	18.0

- = Data unavailable

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retained, and 45.9 percent were promoted. The remaining 18.0 percent were in ungraded settings or of indeterminate status at the time Profiles were submitted.

A comparison of the two years' of data indicates that retention rates among grade 4 compensatory/remedial program qualifiers have decreased during this period. When only the promoted and retained students are considered, the rate among 1984-85 qualifiers was 46 percent, while that among current 1985-86 participants was 44 percent. In contrast to the grade 2 and grade 3 trends observed during the second year of testing at each of those levels, the retention rate among grade 4 compensatory/remedial qualifiers decreased.

Grade 5 Compensatory/Remedial Qualifiers

The promotion/retention status of students who qualified for grade 5 compensatory/remedial services in 1985-86 is shown in Table 8. Among the students who qualified for 1985-86 services, 28.7 percent were retained in grade 5, and 54.4 percent were promoted to grade 6. Data were incomplete relative to 16.9 percent of the eligible students. When the promoted and retained students are considered in isolation, 35 percent of the total were retained, and the remaining 65 percent were promoted. It should be noted that these first-year retention rates are lower than any observed after the first year of testing for the other grade levels involved in the Basic Skills Testing Program.

Summer School Attendance/Nonattendance

Information concerning the promotion/retention status of compensatory/remedial students in accordance with their participation in

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Table 8. Promotion Status of Regular and Special Education Students Who Qualified for Grade 5 Compensatory/Remedial Services: 1985-86

School System	1985-86 C/R Qualifiers		
	Eligible Retained %	Eligible Promoted %	Eligible Ungraded/Don't Know %
Acadia	60.0	33.3	6.7
Allen	29.5	45.5	25.0
Ascension	13.9	85.0	1.1
Assumption	0.0	1.0	99.0
Avoyelles	81.1	12.9	6.0
Beauregard	14.6	81.2	4.2
Bienville	47.6	42.9	9.5
Bossier	14.0	67.4	18.6
Caddo	20.6	77.2	2.2
Calcasieu	45.3	14.2	40.5
Caldwell	0.0	0.0	100.0
Cameron	6.9	89.7	3.4
Catahoula	23.6	69.1	7.3
Claiborne	33.3	54.5	12.2
Concordia	17.6	70.6	11.8
Desoto	52.4	0.0	47.6
East Baton Rouge	20.2	76.9	2.9
East Carroll	20.0	70.0	10.0
East Feliciana	22.2	69.8	8.0
Evangeline	52.9	43.3	96.2
Franklin	-	-	100.0
Grant	67.6	2.9	29.5
Iberia	57.3	38.2	4.5
Iberville	62.7	12.7	24.6
Jackson	14.3	78.6	7.1
Jefferson	16.9	73.1	10.0
Jefferson Davis	25.0	71.2	3.8
Lafayette	30.4	68.3	1.3
Lafourche	39.9	56.9	3.2
Lasalle	22.4	75.5	2.1

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Table 8. (Continued)

School System	1985-86 C/R Qualifiers		
	Eligible Retained %	Eligible Promoted %	Eligible Ungraded/Don't Know %
Lincoln	70.7	0.0	29.3
Livingston	21.8	72.0	6.2
Madison	34.3	55.2	10.5
Morehouse	75.0	8.3	16.7
Natchitoches	100.0	0.0	0.0
Orleans	22.5	73.4	4.1
Ouachita	19.2	53.8	27.0
Plaquemines	59.6	16.5	23.9
Pointe Coupee	42.9	53.6	3.5
Rapides	24.9	64.9	10.2
Red River	42.1	50.0	7.9
Richland	84.8	0.0	15.2
Sabine	19.6	70.6	9.8
St. Bernard	44.3	49.8	5.9
St. Charles	25.9	72.3	1.8
St. Helena	28.6	65.7	5.7
St. James	89.3	0.0	10.7
St. John	12.1	86.7	1.2
St. Landry	53.2	42.2	4.6
St. Martin	35.6	62.4	2.0
St. Mary	25.0	67.1	7.9
St. Tammany	16.6	74.4	9.0
Tangipahoa	34.9	1.9	63.2
Tensas	36.4	54.5	9.1
Terrebonne	23.4	75.9	0.7
Union	12.5	84.4	3.1
Vermilion	0.0	0.0	100.0
Vernon	28.4	48.3	23.3
Washington	-	-	100.0
Webster	73.2	0.0	26.8
West Baton Rouge	7.4	20.4	72.2

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Table 8. (Continued)

School System	1985-86 C/R Qualifiers		
	Eligible Retained %	Eligible Promoted %	Eligible Ungraded/Don't Know %
West Carroll	-	-	100.0
West Feliciana	14.8	9.2	76.0
Winn	66.7	33.3	0.0
Monroe City	45.8	0.0	54.2
Bogalusa City	16.3	55.8	27.9
State Totals	28.7	54.4	16.9

- = Data unavailable

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the 1985 summer program is presented in Table 9. As illustrated in the table, there was little correlation between summer school attendance and promotion rates among compensatory/remedial qualifiers. Of the grade 2 service qualifiers who attended summer school, 39.3 percent were promoted to grade 3; among those who did not attend, 39.4 percent were promoted. Among the grade 3 compensatory/remedial qualifiers, 47.1 percent of those who attended summer school were promoted to grade 4 for the 1985-86 session. The promotion rate among those who did not attend was higher, 56.4 percent.

The promotion rate among the grade 4 compensatory/remedial qualifiers who attended summer school was 50.9 percent; that among those who did not attend was 55.5 percent. Among the grade 5 service qualifiers who attended summer school, 54.4 percent were promoted; the promotion rate among those who did not attend was 69.2 percent.

Examination of these data indicates that participation in the 1985 summer program was not a major factor in determining whether compensatory/remedial students were promoted or retained. In fact, promotion rates among compensatory/remedial qualifiers who did not attend summer school were consistently higher than those observed among participating students who attended the summer session (except at grade 2). While this finding is consistent with that observed in earlier placement studies of the 1982, 1983, and 1984 compensatory/remedial summer school programs, it is more pronounced for the 1985-86 qualifiers.

Summary

The data presented relative to the grade placement of compensatory/

Table 9. Promotion/Retention Statistics for Participants and Nonparticipants in the 1985 State-Funded Compensatory/ Remedial Summer Program

	Attended SS		Did Not Attend SS	
Grade 2 BST:	N	%	N	%
Retained Grade 2	751	58.9	1187	55.7
Promoted Grade 3	501	39.3	1122	39.4
Ungraded/Don't Know	23	1.8	140	4.9
Total	1275	100.0	2849	100.0
Grade 3 BST:				
Retained Grade 2	1439	51.5	2012	38.2
Promoted Grade 3	1314	47.1	2974	56.4
Ungraded/Don't Know	39	1.4	286	5.4
Total	2792	100.0	5272	100.0
Grade 4 BST:				
Retained Grade 2	1103	47.7	1827	39.7
Promoted Grade 3	1177	50.9	2552	55.5
Ungraded/Don't Know	34	1.4	218	4.8
Total	2314	100.0	4597	100.0
Grade 4 BST:				
Retained Grade 2	1612	44.4	1875	27.9
Promoted Grade 3	1973	54.4	4648	69.2
Ungraded/Don't Know	44	1.2	196	2.9
Total	3629	100.0	6719	100.0

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remedial participants over the period during which the Basic Skills Testing Program has been in operation indicate that retention rates among grade 2 and grade 3 qualifiers have increased since the initiation of the program at each of those levels. However, the retention rate for the current group of grade 4 qualifiers is lower than that for 1984-85. Among the first group of grade 5 service qualifiers, the retention rate of 35 percent is lower than that previously observed after the first year of testing at each of the other grades involved in the Basic Skills Testing Program. A comparison of promotion/retention figures for participants and nonparticipants in the 1985 summer school program revealed that participation in the summer program did not appear to affect the promotion/retention decision; in fact, at grades 3-5, the promotion rate among nonattendees was higher than that among qualifiers who did attend.

Evaluation Question 3: To what extent do students repeatedly qualify for the State-Funded Compensatory/Remedial Program?

Introduction

Information concerning previous compensatory/remedial program participation among 1985-86 participants is presented in Table 10. For students at each level of participation (receiving grade 2, grade 3, grade 4, or grade 5 services), the percentage who had previously received compensatory/remedial services is shown in accordance with their current promotion/retention status.

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Table 10. Previous Compensatory/Remedial Program Participation Among 1985-86 Qualifiers

C/R Level	Total Qualifiers		Previous Gr 2 C/R Only		Previous Gr 3 C/R Only		Previous Gr 4 C/R Only		Both Gr 2 & 3 C/R		Both Gr 2 & 4 C/R		Both Gr 3 & 4 C/R		Gr 2, 3, & 4 C/R		Total Previous C/R	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 2 C/R:																		
• Promoted	1623	33.9	149	9.2	-	-	-	-	-	-	-	-	-	-	-	-	149	9.2
• Retained	2338	48.9	128	5.5	-	-	-	-	-	-	-	-	-	-	-	-	128	5.5
• Ungraded/ Don't know	821	17.2	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	0	0.0
Total	4782	100.0	277	5.8	-	-	-	-	-	-	-	-	-	-	-	-	277	5.8
Grade 3 C/R:																		
• Promoted	4288	46.3	368	8.6	349	8.1	-	-	112	2.6	-	-	-	-	-	-	829	19.3
• Retained	3451	37.2	400	11.6	211	6.1	-	-	60	1.7	-	-	-	-	-	-	671	19.4
• Ungraded/ Don't know	1528	16.5	36	2.4	24	1.6	-	-	17	1.1	-	-	-	-	-	-	77	5.0
Total	9267	100.0	804	8.7	584	6.3	-	-	189	2.0	-	-	-	-	-	-	1577	17.0
Grade 4 C/R:																		
• Promoted	3729	45.9	105	2.8	543	14.6	282	7.6	169	4.5	10	0.3	119	3.2	39	1.0	1267	34.0
• Retained	2930	36.1	101	3.4	510	17.4	196	6.7	123	4.2	14	0.5	64	2.2	16	0.5	934	31.9
• Ungraded/ Don't know	1462	18.0	12	0.8	34	2.3	11	0.8	13	0.9	5	0.3	9	0.6	4	0.3	88	6.0
Total	8121	100.0	218	2.7	1087	13.4	229	2.8	305	3.8	29	0.4	192	2.4	59	0.7	2209	27.2
Grade 5 C/R:																		
• Promoted	6621	54.4	36	0.5	240	3.6	1465	22.1	12	0.2	30	0.5	310	4.7	64	1.0	2157	32.6
• Retained	3487	28.7	33	0.9	129	3.7	737	21.1	8	0.2	12	0.3	180	5.2	29	0.8	1128	32.3
• Ungraded/ Don't know	2062	16.9	3	0.1	6	0.2	29	1.4	0	0.0	1	0.1	4	0.2	2	0.1	45	2.2
Total	12170	100.0	72	0.6	375	3.1	2231	18.3	20	0.2	43	0.4	494	4.1	95	0.8	3330	27.4

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Grade 2 Compensatory/Remedial Participants

As illustrated in Table 10, 4,782 students qualified for grade 2 services on the 1985 BST. Of that number, 33.9 percent had been promoted to grade 3, and 48.9 percent had been retained in grade 2 for the 1985-86 school year. Of those promoted to grade 3 and currently receiving grade 2 compensatory/remedial services, 9.2 percent had received such services previously. Among those retained in grade 2 while receiving 1985-86 services, 5.5 percent had previously been served. Among students in ungraded classrooms or for whom complete grade level data were unavailable, none had previously been served. Overall, among the current recipients of grade 2 compensatory/remedial services, 5.8 percent had previously received such services.

Grade 3 Compensatory/Remedial Participants

Among the 9,267 students who qualified for grade 3 compensatory/remedial services during 1985-86 and for whom complete data were available, 46.3 percent had been promoted to grade 4, and 37.2 percent had been retained in grade 3. Of those promoted to grade 4, 8.6 percent had previously received grade 2 services only, 8.1 percent had received only grade 3 services, and 2.6 percent had received services at both levels. Overall, 19.3 percent of the promoted students who qualified for 1985-86 compensatory/remedial services had received such services prior to the current school year.

Among the retained students, 11.6 percent had previously received grade 2 services only, 6.1 percent had received only grade 3 services, and 1.7 percent had received both. Overall, 19.4 percent of the retained compensatory education qualifiers had received services prior to the current school year.

Within the group of students in ungraded classrooms or for whom complete grade level data were unavailable, 2.4 percent had previously received compensatory/remedial services at grade 2 only, 1.6 percent at grade 3 only, and 1.1 percent at both levels. Overall, 5.0 percent of the students in this group had received services prior to the 1985-86 school year. Among all 1985-86 recipients of grade 3 compensatory/remedial services, 17.0 percent had previously participated in the program.

Grade 4 Compensatory/Remedial Participants

Of the 8,121 grade 4 service qualifiers for whom complete data were submitted, 45.9 percent had been promoted to grade 5, and 36.1 percent had been retained in grade 4. Among the promoted students, 2.8 percent had previously received only grade 2 services, 14.6 percent had received only grade 3 services, 7.6 percent had previously received only grade 4 services. Both grade 2 and 3 services had been received by 4.5 percent, 0.3 percent had received services of both grades 2 and 4, and grade 3 and 4 services had previously been received by 3.2 percent. Services at all three levels (grades 2, 3, and 4) had been received by 1.0 percent. Overall, 34.0 percent of the promoted students who were grade 4 service qualifiers had received compensatory/remedial services prior to the 1985-86 school year.

Among the retained students, 3.4 percent had previously received grade 2 services only, 17.4 percent had received only grade 3 services, and 6.7 percent had received only grade 4 services. Services at both grades 2 and 3 had been received by 4.2 percent, 0.5 percent had received services at both grades 2 and 4, and 2.2 percent had received

both grades 3 and 4 services. Services at all three levels had been received by 0.5 percent. Across the entire group of retained students who qualified for 1985-86 services, 31.9 percent had received compensatory education prior to the current school year.

Among the students in ungraded settings or for whom grade level data were incomplete, 0.8 percent had previously received compensatory/remedial services at grade 2 only, 2.3 percent at grade 3 only, and 0.8 percent at grade 4 only. Both grades 2 and 3 services had been received by 0.9 percent, both 2 and 4 services by 0.3 percent, and both 3 and 4 services by 0.6 percent. Among these students, 0.3 percent had previously received services at all three levels. Overall, 6.0 percent of the students in this ungraded/indeterminate status group had received services prior to the 1985-86 school year. Among all 1985-86 grade 4 service recipients, 27.2 percent had previously participated in the Compensatory/Remedial Program.

Grade 5 Compensatory/Remedial Program Participants

Of the 12,170 grade 5 service qualifiers for whom complete data were submitted, 54.4 percent had been promoted to grade 6, and 28.7 percent had been retained in grade 5. Among the promoted students, 0.5 percent had previously received only grade 2 services, 3.6 percent had received only grade 3 services, and 22.1 percent had previously received only grade 4 services. Services at both grades 2 and 3 had been received by 0.2 percent, 0.5 percent had received services at both grades 2 and 4, and 4.7 percent had received both grades 3 and 4 services. Services at all three levels had been received by 1.0 percent. Across the entire group of retained students who qualified for

1985-86 services, 32.6 percent had received compensatory education prior to the current school year.

Among the retained students, 0.9 percent had previously received compensatory/remedial services at grade 2 only, 3.7 percent at grade 3 only, and 21.1 percent at grade 4 only. Both grades 2 and 3 services had been received by 0.2 percent, both 2 and 4 services by 0.3 percent, and both 3 and 4 services by 5.2 percent. Among these students, 0.8 percent had previously received services at all three levels. Overall, 32.3 percent of the students in this group had received services prior to the 1985-86 school year.

Among the students in ungraded settings or for whom grade level data were incomplete, 0.1 percent had previously received only grade 2 services, 0.2 percent had received only grade 3 services, and 1.4 percent had received only grade 4 services. None of these students had received services at both grades 2 and 3, while services at both grades 2 and 4 had been received by 0.1 percent, and at both 3 and 4 by 0.2 percent. Services at all three grade levels had been received by 0.1 percent. Overall, 2.2 percent of the students in this ungraded/ indeterminate status group had previously been served by the program. Among all 1985-86 grade 5 service recipients, 27.4 percent had previously participated in the Compensatory/Remedial Program.

Summary

This analysis reveals that among the 1985-86 qualifiers for compensatory/remedial services, 21.5 percent of the total group had previously been served in the program. This included 5.8 percent of those qualifying for grade 2 services, 17.0 percent of those qualifying

for grade 3 services, 27.2 percent of qualifying for grade 4 services and 27.4 percent of the grade 5 service qualifiers. At the same time, the data show a slightly greater tendency to promote these "repeat qualifiers" rather than to retain them. There are two possible explanations for this. One is that these students had already been retained the first time they failed to meet the minimum performance standard on the BST and that their later performance warranted promotion. The other possible explanation is that the same difficulties identified by the BST had caused multiple earlier retentions for these students. Many local Pupil Progression Plans limit the number of times a student can be retained in the elementary grades. Many of the students qualifying for their second or third year of compensatory education could have been administratively placed in the next grade for this reason. However, the fact that only a small number of students (4.1 percent of the compensatory/remedial qualifiers in grades 3, 4, and 5 together) had previously received two or more years of services argues that the promotions cannot be attributed solely to the limitations on retention in local Pupil Progression Plans.

4

CONCLUSIONS

The 1985-86 school year is the fourth one for which the promotion/retention rates of students participating in the Louisiana Basic Skills Test (BST) have been reported. This report examines promotion rates in grades 2 through 5 from 1980 to 1985. The major conclusions are offered below with the caveat that missing data over the years surveyed (not all school systems reported the grade placement of students qualifying for compensatory/remedial services) could limit their generalizability, particularly as applied to systems with more than one year of non-reported data.

- The Louisiana minimum competency program, which includes the BST, minimum standards, State Curriculum Guides, compensatory/remedial services, and local Pupil Progression Plans, has had an effect upon promotion rates in the grades studied. Between the 1980-81 school year (before the BST was introduced) and the 1984-85 school year, the percentage of students retained in grade 2 increased from 7.8 to 9.2; the percentage retained in grade 3 increased from 6.2 to 9.2; the percentage retained in grade 4 increased from 5.1 to 9.0; and the grade 5 rate increased from 5.4 to 9.5.

- The BST is the principal, but not the sole criterion in determining student promotion. Before this year, the data in this report show that the longer a test is in place at a specific grade level, the greater the number of retentions among students who fail to attain the BST standards. However, among 1985-86 Compensatory/Remedial Program qualifiers, a reversal has been observed. When the BST was introduced at grade 2 in 1982, 50 percent of the students failing to attain the standard were retained. By 1984 this proportion had increased to 71 percent. However, the current 1985 rate is 59 percent. Similarly, in the first year of the Grade 3 BST (1983), 42 percent of the students not achieving the standard were retained; in the second year (1984), 50 percent were retained. However, in the third year

(1985), 45 percent of those not meeting the standard were retained in the third grade. Grade 4 retention rates among compensatory/remedial qualifiers dropped from 46 percent in 1984 (the first year of testing at that level) to 44 percent in 1985. The initial year of Grade 5 testing resulted in a 35 percent retention rate among program qualifiers.

- Student participation in summer school compensatory/remedial programs does not appear to affect local school systems' promotion decisions. Among program qualifiers in grades 3-5, the promotion rates among students who did not attend summer school were higher than that among summer school participants.

- The BST has identified a small group of students who have continuing difficulties in meeting the minimum standards. Among the students who failed to meet the standard on the Grade 2 BST in 1985, approximately 6 percent had previously received compensatory/remedial services. Among the grade 3 qualifiers, 17 percent had previously received services. Approximately 27 percent of those qualifying for grade 4 or 5 compensatory/remedial education had been previous program participants. This consistent identification of students who cannot succeed at the minimum standards argues for the development of alternative programs to meet their unique needs.